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ABSTRACT

Interviews were conducted with a sample of 400 nonstudent, in-transition adults to identify their career information and education needs, their reasons for being in-transition, and their personal and demographic characteristics. In-transition was defined as either undergoing or anticipating job or career changes. Over forty million Americans (36% of the population) were projected to be in career transition. Interviews with adults, sixteen to sixty-five, reveal that those in transition are predominantly female, white, and between twenty and thirty-nine years old. Typically married with one to three children, they have an annual family income of $10,000 or more. Half of the in-transition adults have completed some postsecondary schooling, and most are employed full-time, with males more likely to be employed than females. Financial need is cited as a prime motivator. Sixty percent plan to seek additional education to enter new fields or advance in their present field. Adults in transition want career services of all types, primarily information services. Most do not know about community agencies offering career help. They prefer one-to-one career services with an experienced professional; their ideal career center would offer services at a local school or college on weekday evenings. With the exception of age, not-in-transition and in-transition adults have similar personal characteristics. (CSS)

ED163178

40 Million Americans in CAREER *Transition*

The Need for Information

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The College Board
and
Policy Studies in Education
A Division of the Academy for Educational Development

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The Future Directions for a Learning Society (FDLS) program is a major effort toward the realization of a learning society in the United States. The program focuses on improving access and transition for learners, which has been the Board's role in education for more than 75 years. By building on recent Board programs that have increasingly focused on adults, the program extends its historic role to include assistance to adult learners and to the diverse agencies, institutions, and organizations that provide learning opportunities for them.

Funded by the Exxon Education Foundation, FDLS develops consensus and support for strategies, services, and policies that can best meet current and projected needs of participants and providers in a learning society. To this end, the program solicits and relies on the participation of professional people in the field, public policymakers, and the larger community. A major purpose of the Exxon grant is to promote the mobilization of additional funds and other resources necessary for major initiatives in this developing field. The initial support covers the project's planning and management, the identification and design of service areas, the review and analysis of public policy, and publishing relevant materials.

The program will produce projections of future trends, information about the needs of learners and providers of educational opportunities and resources, policy recommendations, and services.

The program is engaged in finding better ways to gauge the needs of learners, in identifying the problems institutions face in meeting learners' needs, in strengthening learning opportunities, and in increasing public, professional, and political understanding of the field. A chief focus of the program is to demonstrate promising new approaches and specific services.

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Telephone Counseling for Home-Based Adults, prepared by the College Board and Policy Studies in Education and published in 1978, reports the findings of a follow-up study of former home-based clients served by a telephone counseling project in Providence, Rhode Island. The study was designed to assess clients' satisfaction with the service and their success in carrying out a subsequent education or career decision. This report may be ordered from College Board Publication Orders, Box 2815, Princeton, New Jersey 08541. The price is $4.50.

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Preface

The Learning Society is with us, if not in fact, then in the educational literature. There are many researchers and educational statesmen who posit lifelong learning as an integral part of a postindustrial society. The individual's need for self-renewal and for advancing in a job or career with continually changing requirements, and the desire of a better educated society to seek pleasure and stimulation in learning have combined with increased leisure to create a self-generating learning force.

However, the mechanisms to facilitate the Learning Society are still in an embryonic state. How do people find out what educational services are available? Which educational situations will best suit particular learning styles? Which courses offer the greatest opportunities for career mobility? The Learning Society appears to be in need of "switching stations" to enable individuals to appraise their abilities and interests and ease the transition between vocational and/or avocational pursuits. It is in this area that this study of careers in transition may prove enlightening and helpful.

This study examines the type of career transition services desired by individuals and the manner in which these services might be most effectively delivered. A Learning Society requires many transitions during various life stages, and if information, guidance, and education are to be viewed as the lubricants to a smooth and successful transition, then career services offering such lubricants have to be expanded to reach all citizens. It is in this realm that we hope we have made some small contribution, for unless career services are made available to everyone, the Learning Society may be restricted to better educated and middle-class Americans. Along with a lifelong learning policy must come a network of agencies and individuals which will "broker" a mutually beneficial relationship between <u>all</u> individuals and the educational experience.

S.A.

C.B.A.

F.A.S.

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Executive Summary

40 Million Americans in Career Transition is the report of a survey of the career transition needs of a representative sample of in-transition adults in the United States. These adults, none of whom were full-time students, were "in transition" because they were either undergoing or anticipating job or career changes. Interviews were conducted with them in order to identify their needs for career information and education, their reasons for being in transition, and their personal and demographic characteristics.

FINDINGS

The survey instrument was carefully structured to describe an in-transition population that included individuals both in "actual" transition (e.g., unemployed and looking for work, etc.) and in "anticipatory" transition (e.g., dissatisfied with a current job and considering a new career, etc.). The data showed that 36 percent of the population between the ages of 16 and 65--more than 40 million Americans--are in a career transition status. Structured interviews with those in career transitions revealed that:

- Adults in transition are predominantly female, white, and between 20 and 39 years of age. They are typically married with one to three children living in the household. They have family incomes of $10,000 a year or more, with females having lower incomes than males and blacks lower incomes than whites. Both males and females contribute earnings to their family incomes, but men are the principal wage earners, and women earn money to supplement the family income.

- In-transition adults are very diversified in educational attainment. Half have completed some postsecondary schooling, primarily at four-year colleges or universities and were primarily attracted by professional programs, typically in business or education. Males are better educated than

females and whites better educated than blacks. For the most part, those who attended postsecondary institutions hold some type of degree, certificate, or license. About half completed their schooling within the last 10 years.

■ The majority of in-transition adults are employed full-time at semi-skilled or unskilled jobs, with males more likely to be employed than females. They have held those jobs for three years or less, having worked at only one additional full-time job in the last five years. They are currently earning between $5,000 and $14,999 at their jobs, with males earning more than females. Those who are currently unemployed are primarily homemakers who withdrew from the work force because of childcare or homemaker responsibilities. Unemployed adults have been out of the labor force for four or fewer years, though they have typically looked for work within the last two years.

■ Most adults in transition are now employed and wish either to change fields or to change the level or status in their present fields. Financial need is the prime motivating force, though the desires to seek more interesting work and to advance professionally are also considerations. Most adults anticipate some problems in making these changes, such as the unavailability of jobs and their own lack of experience or credentials. Half of the adults have begun to take transition steps, with educational enrollment and the filing of job applications constituting the most commonly taken action. They aspire to professional or skilled positions that they have learned of primarily through their previous work experience.

■ Most in-transition adults (60 percent) plan to seek additional education in order to gain credentials for entry into new fields or to promote advancement in present fields. They are interested in professional programs or vocational, trade, or technical programs offered at four-year colleges/universities or vocational/technical schools.

■ Adults in transition want career services of all types. However, they are most interested in information services, particularly specific information on jobs, careers, or educational opportunities. Of all adults, the least educated (twelfth grade and less) are those expressing the greatest interest in services. As age increases, interest in services decreases. Adults are willing to pay for services and would spend money this year to have them.

■ Most in-transition adults do not know about agencies offering job or career help in their communities. Those who are aware of such agencies, how-

ever, are primarily aware of college or university placement or counseling centers and state employment services. Lists of jobs and job skills training are the types of services that adults perceive as being available to them. A knowledge of local agencies offering career services does not necessarily lead to use of such services; there is about a 50-50 chance that a known agency will be used. Adults who do use available services are satisfied with the help they have received. Reasons for not using local services are varied; some adults feel these services are inappropriate to their needs, while other adults are just not interested in or ready for help. Adults find out about these services through family members or friends, schools or training institutions, and TV or other public media.

- Adults in transition view all methods and ways of receiving services as being basically acceptable. However, they prefer one-to-one sessions with an adviser, counselor, or other experienced professional to either group sessions or to some form of self-instruction. Adults find printed materials, formal courses, work experience programs, and direct observation of workers more acceptable than the less traditional and more technologically sophisticated methods using computers and mass media techniques.
- The ideal career center would offer services at a local school or college on weekday evenings. It would inform adults of the availability of those services through mailings to households in the community. Problems that might prevent adults from using those services would be time and money.
- With the exception of age, in-transition and not-in-transition adults have very similar personal characteristics. Not-in-transition adults are older than in-transition adults--typically over 40 and very likely to be at least 50 years of age. Though they do not anticipate making job or career changes, not-in-transition adults do express some degree of interest in career services and would pay for the services that interest them. However, the level of interest in career services expressed by adults not in transition is much less than that expressed by adults in transition.

OBSERVATIONS

The Need for Career Services

Adults are interested in formal career services to supply what they are unable to gain through work experience and through conversations with family and

friends. The study categorized four different types of services--information, counseling, guidance, and training--and offered examples of each type to identify the degree of interest in such services. Findings showed that type of service is of less interest to adults (both those in transition and those not in transition) than the content of the service. That is, adults are less interested in whether they receive information, counseling, guidance, or training than in the topic being addressed.

For example, adults express high interest in forms of assistance which expand their knowledge and awareness of available jobs or career options. They also want assistance in choosing educational programs and they particularly want help in improving their specific job skills. On the other hand, they expressed low interest in help with developing or upgrading job-finding skills and in help with resolving personal, family, or job problems. One preference did surface with respect to type of service: when given the choice as to what kind of help they wanted with a particular topic, adults preferred information to guidance, counseling, or training. When the 20 sample services were ranked according to the percentage of adults expressing high interest in each one, all 5 information services ranked in the top 10 and 3 ranked in the top 5. No other types of services ranked that high; indeed, some specific counseling, guidance, and training services ranked in the top 10 while others ranked in the bottom 4. In short, when offered several ways to learn about a given topic, an adult will tend to seek information about it rather than counseling or guidance or training. This preference may arise from the adults' perception that information services will be less expensive, as indicated by the fact that more were willing to pay for information, even though they were willing to pay a higher total amount for guidance, counseling, or training than for information.

What can the director of an existing or prospective career counseling center learn from the fact that the market appears to be operating with relative efficiency but, notwithstanding this, there is a widespread demand for career services of the kinds described in this study? It is evident that services on critical topics such as lists of available jobs and facts about career fields--the two services singled out by over 50 percent of the adults in transition as being of high interest--are not currently available through experience, informal sources, or formal sources known to most adults. Thus, a career center should find its clients actively responsive to up-to-date,

complete, convenient, and inexpensive services dealing with key topics. And it can expect adults to pay at least modestly for such services.

There are many imperfections in the present market for particular populations, and career information centers could do much to eliminate these imperfections. Take, for example, populations for which the market does not work perfectly because they lack full information about the jobs and training available, are not sufficiently mobile to take advantage of opportunities far from home, or cannot penetrate artificial barriers based on sex or race or other irrelevancies. An excellent example of one such population is the middle-income married white women age 20 to 34 living in Providence, Rhode Island, who were successfully reached by the Career Education Project supported by the National Institute of Education. The telephone counseling center, opened in Providence to reach that population, achieved remarkable success, partly because it provided not only information but counseling and guidance as well, giving a necessary degree of emotional support and encouragement to these women as they made the transition from their homes and part-time jobs into full-time employment or education programs. (The College Board and Policy Studies in Education carried out a follow-up study of the Providence project to determine clients' satisfaction. The study and its findings appear in a separate report, available through the College Board, entitled Telephone Counseling for Home-Based Adults.)

Additional Research

An initially puzzling finding, and one that has become increasingly intriguing, is the lack of any meaningful difference between in-transition and not-in-transition adults. Except for the fact that in-transition adults are significantly younger, there were no other demographic characteristics which we collected that differentiated those seeking career change from those content with their job or status. That is, adults in transition were not appreciably poorer, more male, more urban, etc.

This leaves the question: Why does an individual consider a career change and how can he/she be identified for the delivery of information and guidance services? We know there are differences in self-identification and the interest in obtaining and paying for such services. We do not know what the causative factors in this decision are and would recommend further investigation to identify these variables. Our study has eliminated as meaningful

variables such factors as income, race, sex, and educational level; we would suggest that investigations which follow might profitably concentrate on personality characteristics (self-regard, ambition, need for security, etc.) and occupational status or classification (relationship to supervisor, the physical setting of the workplace, underemployment, etc.). A more satisfied labor force might be attained, in part, by identifying those types within our society who are motivated to make job or career changes and by facilitating the changes desired.

Introduction

The College Board and Policy Studies in Education (PSE), under contract with the National Institute of Education, conducted a survey of the career transition needs of adults over the 18-month period from July 1975 to December 1976. 40 Million Americans in Career Transition is based on that survey's findings about the career information and education needs of a representative sample of adults in the United States who were either undergoing or anticipating a job or career change, a group designated as being "in transition."

This final report of the survey focuses on the findings that resulted from interviews with 400 adults in transition and the interpretation of those findings. Some information is offered also on 600 adults contacted who were not in transition but provided useful data for comparing the two groups. An Appendix describes in detail the method used to arrive at the findings presented and discussed.

PURPOSES OF THE SURVEY

The purpose of the survey was to identify the need for career transition services as perceived by a representative sample of adults in the United States who were either undergoing or anticipating a job or career change. Specifically, the objectives were the following:

1. To identify the proportion of adults in a nationally representative sample who are making or expecting to make a job or career change. The group making or anticipating change will be referred to as the "in-transition" group. The in-transition subsample is the focus of the remaining objectives for the survey.

2. To describe demographic and personal characteristics of in-transition adults and to discover their reasons for being in transition.

3. To identify the proportion of the in-transition group who perceive a

need for career transition services in making their job or career changes.

4. To identify the type of career transition services that in-transition adults need.

5. To identify and describe the perceptions that in-transition adults have regarding the acceptability of a variety of modes for providing career transition services.

6. To discover the proportion of in-transition adults who would utilize career services in making job or career changes and to describe the conditions under which these individuals would utilize the services.

7. To discover how much in-transition adults know regarding the availability of career services in their local communities and to describe the use that the in-transition adults have made of such available services.

8. To find out how much these adults would spend on obtaining career services.

In meeting these objectives, it was felt that the survey would be of greatest interest to USOE and NIE planning and program officers, adult education personnel in local and state education agencies, training personnel in large corporations, teacher education institutions, the United States Department of Labor, and organizations like the College Board which are concerned with providing services to persons in transition from one life role to another.

Findings

The findings reported below focus on in-transition adults (estimated to be 36 percent of the United States nonstudent population 16 to 65 years of age)[1] interviewed in the course of this study. The data collected have been organized into the following nine categories: (1) Personal Characteristics, (2) Educational History, (3) Work History, (4) Job/Career Transition Characteristics, (5) Educational/Training Plans, (6) Desired Services, (7) Knowledge of Local Services, (8) Acceptability of Methods for Delivery of Career Information and Assistance, and (9) Preferred Conditions for Use of Services. Collecting specific information falling within these nine broad categories was essential to a complete description of our in-transition group, their present or anticipated actions, their perceived need for services, and their feelings about various methods for delivery of those services.

In addition, the College Board and PSE collected some information on 608 adults, reached during the interviews, who were not in transition. Enough data were collected from those adults to allow a comparison between the in-transition group and the not-in-transition group. This comparison is reported at the end of this chapter.

IN-TRANSITION ADULTS

Personal Characteristics

To determine whether adults who were making or anticipating a job or career change could be characterized in a particular way according to their per-

1. This proportion includes adults in "actual" or "anticipatory" career transition and its derivation is described in Appendix: Method, "Sample Selection."

sonal characteristics, we collected data on sex, age, marital status, race, family income, degree of contribution to family income, and number of children in household.

Summary

Adults in transition are predominantly female, white, and between 20 and 39 years of age. They are typically married with one to three children living in the household. They have family incomes of $10,000 a year or more, with females having lower incomes than males, and blacks lower incomes than whites. Both males and females contribute earnings to their family incomes, but men are principal wage earners and women earn money to supplement the family incomes.

The vast majority (82 percent) of those adults were white; 12 percent were black, and 6 percent were "other" minorities (American Indian, Mexican American, Puerto Rican, and Oriental). Sixty percent of the in-transition adults were female; 40 percent were male.

The majority (63 percent) of the adults were married; only 23 percent had never married, and 14 percent were divorced, widowed, or separated. A greater percentage of males (30 percent) than females (18 percent) had never married, and more females had been divorced, widowed, or separated than had males (20 percent, compared to 6 percent).

Sixty-three percent of the adults had one or more children living in the household. Of those adults with children, 85 percent had three or fewer children and 50 percent had one or more children under the age of six.

Seventy percent of the adults contributed some earnings to their family incomes; almost all males (92 percent) and over half of the females (56 percent) were wage earners. Of those adults who did contribute, 60 percent were principal wage earners, 18 percent shared the responsibility equally with another family member, and 22 percent contributed somewhat to the total family income. However, whereas 71 percent of all males were principal wage earners, only about a fourth of all females fell into this category.

As shown in Figure 1, 70 percent of the in-transition adults were between the ages of 20 and 39.

Sixty-three percent of the adults had family incomes of $10,000 a year or more, as shown in Figure 2. However, whereas three-fourths of the males had family incomes of $10,000 or more, only 55 percent of the females had family incomes at this level. Also, blacks had much lower family incomes than did whites and "other" minorities; only 26 percent of the blacks had incomes of $10,000 a year or more and 37 percent had incomes of less than $5,000 a year. Married adults had higher family incomes than did those who were not married; half of the married adults had incomes of $15,000 a year or more, but only a fourth of the single adults and about 10 percent of those who were divorced, widowed, or separated had incomes at this level.

Figure 1. Age Distribution

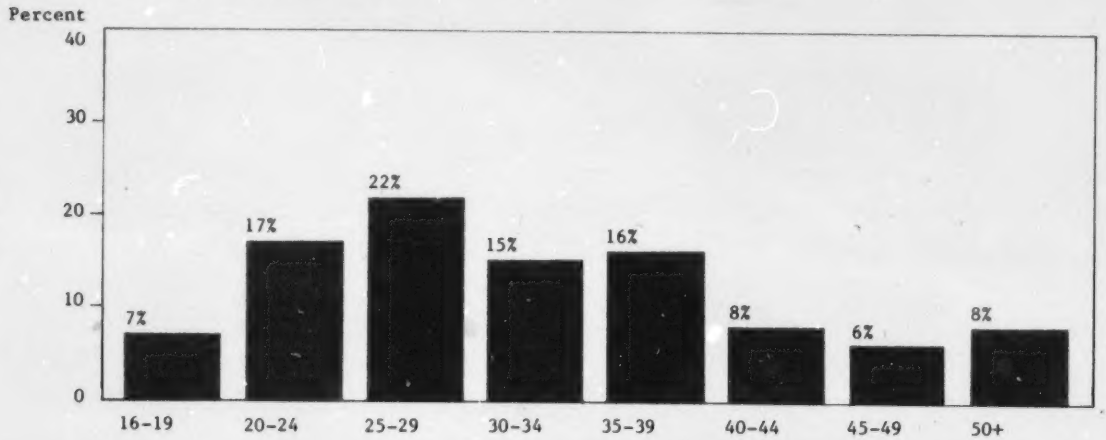
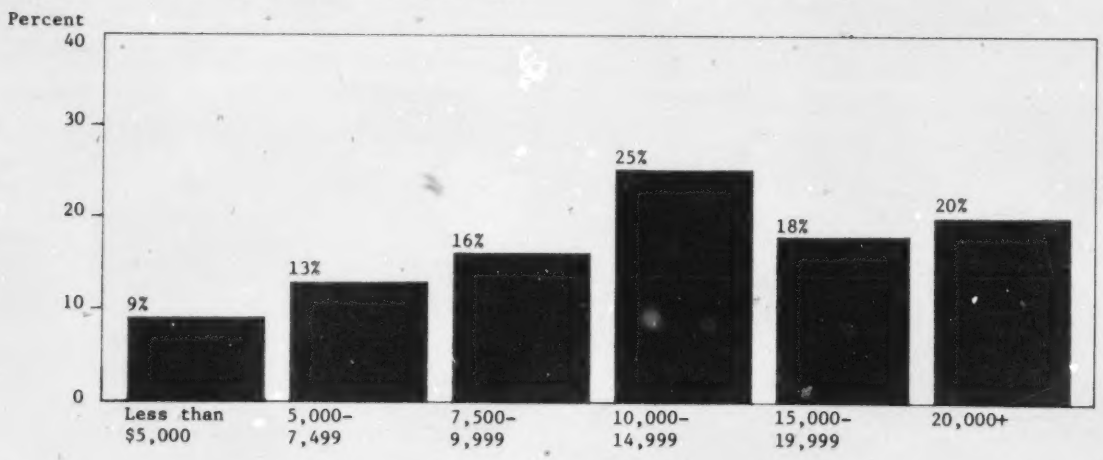


Figure 2 · Family Income Distribution



Educational History

In order to determine whether the in-transition group could be characterized according to their educational background and the length of time since they had last engaged in formal schooling, we collected the following data: educational attainment, type of post-secondary school attended, type of post-secondary course or program, whether a degree or certification was received, and number of years since schooling was completed.

Summary

In-transition adults are very diversified in terms of educational attainment. Half completed some post-secondary schooling, primarily at four-year colleges or universities, and were typically attracted by professional programs in business or education. Males are better educated than females, and whites better educated than blacks. For the most part, those who attended post-secondary institutions hold some type of degree, certificate, or license. About half completed their schooling within the last 10 years.

As shown in Figure 3, 51 percent of in-transition adults had completed some post-secondary schooling. Male adults were better educated than were females; 63 percent of the males had completed some post-secondary schooling, as compared to 44 percent of the females. Also, blacks had less education than whites and "other" minorities; only 30 percent of all blacks had completed some post-secondary schooling.

Seventy-one percent of those completing some post-secondary education had attended a four-year college or university; the remaining 29 percent was split almost equally between those who had attended a two-year college (15 percent) and those who had attended a trade or technical school (14 percent).

Of those who had completed some post-secondary schooling, almost half had been enrolled in professional programs, particularly in the areas of business or education. A third of those who had completed some post-secondary schooling had been enrolled in liberal arts and sciences programs and one-fifth in vocational, trade, or technical courses or programs. Fifty-five percent of

those who had completed some schooling beyond the high school level indicated that they had received a degree, and an additional 14 percent had received some type of certification, license, or certificate of license preparation.

As shown in Figure 4 about half had completed their education within the last 10 years.

Figure 3. Educational Attainment

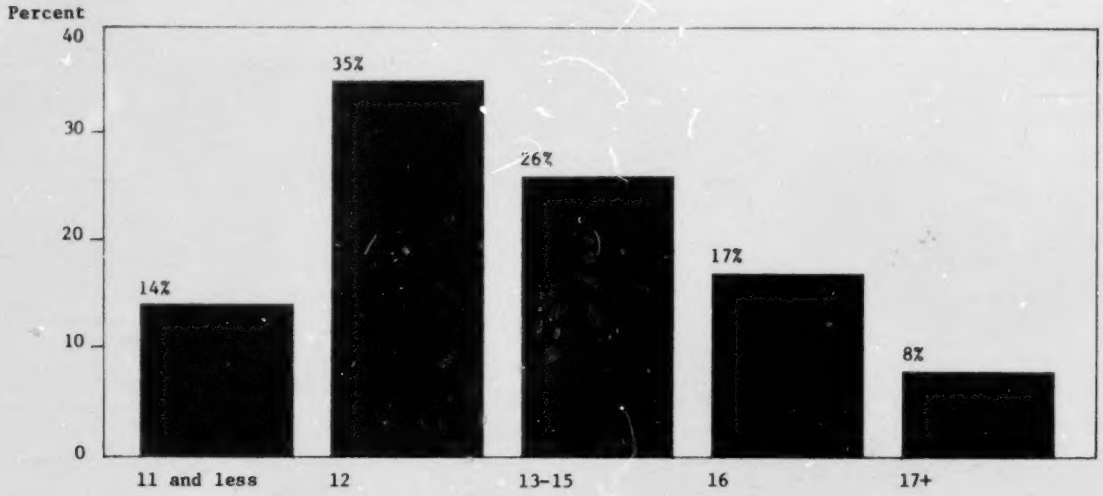
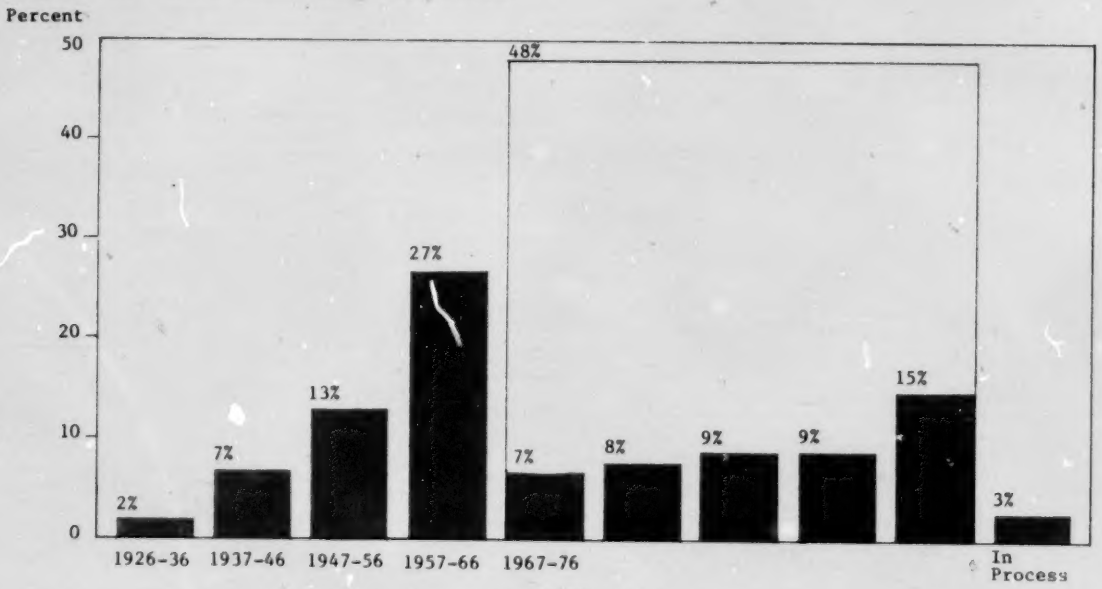


Figure 4. Year Schooling Completed



Work History

The following information was collected to describe the work history of in-transition adults and to determine whether their work history characteristics were similar: current employment status, type of current or last job, type of "usual" occupation, number of years holding current or last job, salary at current job, total number of years worked, and number of jobs in the last five years. Those adults who were currently unemployed supplied the following information: number of years since employed, number of years since last looked for work, and reasons for withdrawing from the work force.

Summary

The majority of in-transition adults are employed full-time at semi-skilled or unskilled jobs, with males more likely to be employed than females. They have held those jobs for three years or less, having worked at only one additional full-time job in the last five years. They are currently earning from $5,000 to $14,999 at their jobs, with males earning more than females. Those who are currently unemployed are primarily homemakers who withdrew from the work force because of childcare or homemaker responsibilities. Unemployed adults have been out of the labor force for four or fewer years, though they have typically looked for work within the last two years.

Current Employment Status. Almost two-thirds of the in-transition adults were employed at the time that we contacted them; 37 percent were unemployed. Almost all males (88 percent) but only 46 percent of the females were employed.

Type of Current or Last Job. Eighty-five percent of the in-transition adults currently held or had most recently worked at jobs that were full-time. The majority of adults (62 percent) had worked at their current or last job for three or fewer years; only 10 percent had worked at that job for more than 10 years. When classified by Roe Level,[2] 67 percent of those

2. See Appendix for a complete description of the occupational classification systems used in this study.

jobs fell into the semi-skilled or unskilled categories. However, half of the unemployed adults (primarily females) had last worked at unskilled jobs, as compared to only about a third of the employed adults who were currently working at the unskilled level.

Table 1 shows the types of jobs held by adults and classified according to the Census Code. Clerical jobs were held primarily by females; managers and craftsmen were predominantly male. Blacks were less likely than whites and "other" minorities to hold professional jobs, and more likely to hold jobs as service workers. As education increased, the percentage of those holding professional jobs also increased.

Twenty-three percent of the in-transition adults indicated that the jobs they were now holding or the jobs they had last held were not typical of the jobs they had held in the past. However, the jobs they considered to be their "usual" occupations, when classified by the Census Code, did not differ from those jobs currently or last held.

Table 1. Types of Current (or Last) Jobs Held (Census Code Classification)

Occupation Group	Percent of Adults
Professional	21%
Managers	9
Sales workers	6
Clerical workers	28
Craftsmen	11
Operatives, except transport	8
Transport equipment operatives	2
Laborers	2
Service workers	12

Salary Earned at Current Job. Table 2 shows the salaries earned by in-transition adults at their current jobs. Sixty-six percent of the males earned salaries of $10,000 and more, compared to 19 percent of the females.

Blacks were much more likely to make salaries of less than $10,000 a year than were whites (75 percent of the blacks earned salaries at this level, compared to 50 percent of the whites). Generally speaking, as education increased, the salaries earned also increased.

Table 2. Salaries Earned at Current Jobs

Salary/per Year	Percent of Employed Adults: Employed Full-Time	Percent of Employed Adults: Employed Part-Time
Less than $5,000	6%	66%
$5,000-$9,999	43	21
$10,000-$14,999	30	7
$15,000+	20	7

Years in Work Force and Job Change Characteristics. Tables 3 and 4 show the total number of years worked by in-transition adults and the number of full-time jobs held in the last five years. Males had worked in total a greater number of years than females; 60 percent of the males had worked over 10 years, compared to 32 percent of the females. Of the males and females who had worked at some point in their lives, only 5 percent of the males had held no full-time jobs within the last five years, compared to 32 percent of the females.

Table 3. Total Number of Years Worked

Number of Years	Percent of Adults
5 or fewer	28%
6-10	28
11-15	17
16-20	14
21+	12

Table 4. Number of Full-Time Jobs in the Last Five Years

Number of Jobs	Percent of Adults
None	21%
1	42
2	23
3	9
4 or more	5

Characteristics of Unemployed in-Transition Adults. We collected specific information from those who were unemployed at the time that we contacted them in order to determine the length of time since involvement in the work force and their reasons for leaving their last jobs. Thirty-five percent stated that they had been employed within the last year and 31 percent had been employed within the last one to four years; only one-third had been out of the work force for five years or more. Forty-three percent of unemployed adults had looked for work within the last year; only about one-fourth had not looked for work within the last five years. The reason most often given for withdrawing from the work force was childcare and homemaker responsibilities (53 percent). The only other reasons given by 10 percent or more of the adults were having been fired or laid off from their jobs (15 percent) and job dissatisfaction (10 percent).

Job/Career Transition Characteristics

In order to describe the job or career changes that in-transition adults were making or anticipating, we collected the following information: type of transition, reasons for transition, problems/difficulties experienced or anticipated, actual or anticipatory transition status, type of steps taken or anticipated, amount of time before actual transition, type of occupational objective and degree of familiarity with that objective, and the ways adults learned about the type of job or career to which they aspire. In collecting this information we hoped to be able to identify the types of changes that the majority of adults are, or will be, undergoing and to isolate the primary factors motivating adults to make such changes.

Summary

Most adults in transition are employed at present and wish to either change fields or to change the level or status in their present fields. Financial need is the prime motivating force, though a desire to seek more interesting work and to advance professionally are also considerations. Most adults anticipate some problems in making these changes, such as the unavailability of jobs and their own lack of experience or credentials. Half of the adults have begun to take transition steps, with educational enrollment and the filing of job applications constituting the most commonly taken action. They aspire to professional or skilled positions which they have learned of through their work or school experiences or from family members or friends.

Type of Job or Career Transition. Sixty-three percent of the adults were employed and making or anticipating a change from their present jobs to other jobs. Only 4 percent were going to work for the first time and 33 percent were re-entering the work force after an absence. The vast majority of males (88 percent) were changing jobs, but females were almost equally split between those who were changing jobs (46 percent) and those who were re-entering the work force (48 percent). Almost three-fourths of the unemployed adults were homemakers.

Forty-one percent of the adults indicated that they were making or anticipating a change of fields, 31 percent planned a change of level or status in their present fields, and 23 percent planned a change of jobs at the same level. More males (43 percent) anticipated a change of level or status than did females (24 percent).

Actual or Anticipatory Transition Status and Types of Actions Taken or Anticipated. Half of the in-transition adults had begun taking steps at the time that we contacted them.[3] Of those who had not taken any actions, 30

3. We have designated this group as being in "actual" transition. A second group, those who had taken no actions, we designated as being in "anticipatory" transition.

percent expected to do so at some point within the next nine months, 30 percent within the next one to two years, 14 percent within the next three to five years, and 9 percent in six or more years (17 percent could not say when they would begin taking steps). A slightly higher percentage of the males (58 percent) than the females (44 percent) had begun to take steps. Fifty-four percent of employed adults were in actual transition, compared to 43 percent of unemployed adults.

As shown in Table 5, the type of actions actually taken by adults and those anticipated by adults were very similar (steps cited by fewer than 10 percent of the adults have been eliminated from the table).

Table 5. Type of Actions Taken or Anticipated

Type of Actions	Percent of Adults	
	In Actual Transition	In Anticipatory Transition
Enrolling in an educational or training program.	30%	24%
Filing applications	25	22
Reading want ads.	--	19
Going on interviews	13	14
Exploring availability of additional education or training	11	13
Exploring own interests and abilities	11	--

Reasons for Change and Problems or Difficulties Experienced or Anticipated. About half of the in-transition adults stated that they were making a career change because of financial considerations. Almost half of those who were employed sought higher salaries and over half of those who were unemployed expressed a need for money. The only other reasons given by 10 percent or more of the adults were: to seek greater professional advancement (18 percent), to find a more interesting job (15 percent), and to pursue interests (10 percent). Men were more likely than women to cite insufficient salary and limited opportunity for professional advancement as reasons for making a change. On the other hand, more females than males cited a need for money. Employed adults seeking higher salaries were more likely

to have begun taking steps (61 percent) than were unemployed adults seeking money (43 percent).

One-third of the adults stated that they were not experiencing or anticipating any problems or difficulties in making these changes. The only problems or difficulties experienced or anticipated by 10 percent or more of the in-transition adults were: lack of experience or credentials (17 percent), unavailability of jobs (16 percent), and child care and family responsibilities (10 percent).

Occupational Objective. Seventy-seven percent of the adults stated that they had a specific job or career in mind as they took (or anticipated taking) steps to make this change. Eighty-eight percent of those adults were "very" or "somewhat" familiar with the job or career to which they aspired. When asked how they learned of this particular job or career, 44 percent stated that they had learned about it through their previous or present work experience, 27 percent from a school or training institution, 25 percent from a family member or a friend who held such a job, and 13 percent from exposure through their interests or hobbies. When classified according to the Census Code, 34 percent of the occupations desired by in-transition adults were professional, 27 percent clerical, and 17 percent managerial (fewer than 10 percent of the occupations fell into any other Census Code group). More males than females wished to work as managers and craftsmen; more females than males aspired to clerical or service work. When classified according to Roe Level, 54 percent of those jobs were at the professional or skilled levels (this compares with 32 percent of current or most recent jobs at professional or skilled levels). There was a clear correlation between years of schooling and professionalism of job aspirations, with the best educated seeking the most professional jobs.

Education/Training Plans

In order to determine how many adults perceived additional schooling as a necessary or desirable step in job or career transitions, we collected information on how many planned to go back to school for additional education, their reasons for seeking additional schooling, and the types of institutions and courses or programs in which they planned to enroll.

Summary

Most in-transition adults plan to seek additional education in order to gain credentials for entry into new fields or to promote advancement in present fields. They are interested in professional programs or vocational, trade or technical programs offered at four-year colleges/universities or vocational/technical schools.

Sixty-two percent of the in-transition adults stated that they planned to seek additional education or training to help them prepare for a job or career. With the exception of adults 45 years of age and older, at least half of adults in all other age groups expressed an interest in additional schooling. Fifty-six percent of those planning to seek additional education stated that their reason for returning to school was to gain credentials necessary for entry into a new field; 41 percent felt that additional education would help them advance in their present field. The greatest percentage of adults planned to enroll in professional or vocational/technical programs, as shown in Table 6. The professional program desired by the greatest percentage of adults (12 percent) was business; the vocational or technical program which interested the greatest percentage of adults (16 percent) was office occupations. Table 7 shows the types of institutions in which adults planned to enroll.

Table 6. Preferred Educational Course or Program

Course/Program Type	Percent of Adults with Educational Aspirations
Vocational/trade technical	40%
Professional	34
Liberal arts and sciences	6
Don't know	17

Table 7. Preferred Type of Educational Institution

Institution Type	Percent of Adults with Educational Aspirations
Four-year college or university	36%
Business/trade or vocational/technical	24
Two-year college	18
Adult education school	12
Don't know	7

Desired Services

In order to identify the services needed by adults in transition, we collected information to describe the degree to which adults were interested in 20 specific career services. These services were selected to exemplify four service types: information services, guidance services, training services, and counseling services. In addition, we collected information on how much, if anything, in-transition adults would be willing to pay for such services and whether they would spend money within the next year to receive them.

Summary

Adults in transition want career services of all types. However, they are most interested in information services, particularly specific information on jobs, careers, or educational opportunities. Of all adults, the least educated (twelfth grade and less) are those expressing the greatest interest in services. Also, those adults with the least education and adults who are black express a higher interest in services which involve personal, problem-directed counseling than do better educated or white adults. As age increases, interest in services decreases. Adults are willing to pay for services and would spend an average of $75 a year to have them.

Table 8 shows the 20 services ranked according to the percentage of adults expressing a "high" interest in that service. Figure 5 groups the specific services into the four service types.

As shown in Table 8, over half of all in-transition adults expressed some degree of interest ("high" and "medium" combined) in each of the 20 specific career services. Only 3 percent of the adults stated that they had a low interest (or no interest) in every service. Generally speaking, as education increased, interest in career services decreased. Those with 12 years of schooling and less, compared to those more educated, had a higher interest by 20 percent (or more) in the following services: training in using classified ads and other ways to locate jobs, job skills training, discussion of which schools could best meet your needs, discussion of your family's attitude toward your career, and discussion with someone about problems you are having with your employer. Also, as the age of adults increased, interest in career services tended to decrease. This decline of interest with age was particularly apparent with services classified as training and counseling; the proportion of adults with no interest at all in those services was, in many cases, significantly higher for respondents 35 years of age and older.

Table 8. Degree of Interest in Specific Career Services
(Listed in Descending Order of High Interest)

Services	Percent of Adults	
	High Interest	Medium Interest
1. List of available jobs.	62%	23%
2. Facts on occupational fields.	52	30
3. Examination of career possibilities and most rapid path for advancement in your field.	50	29
4. List of educational or training programs.	49	29
5. Job skills training	47	30
6. Discussion of ways that your abilities/strength can be used in various types of jobs.	44	35

(continued)

Table 8. Continued

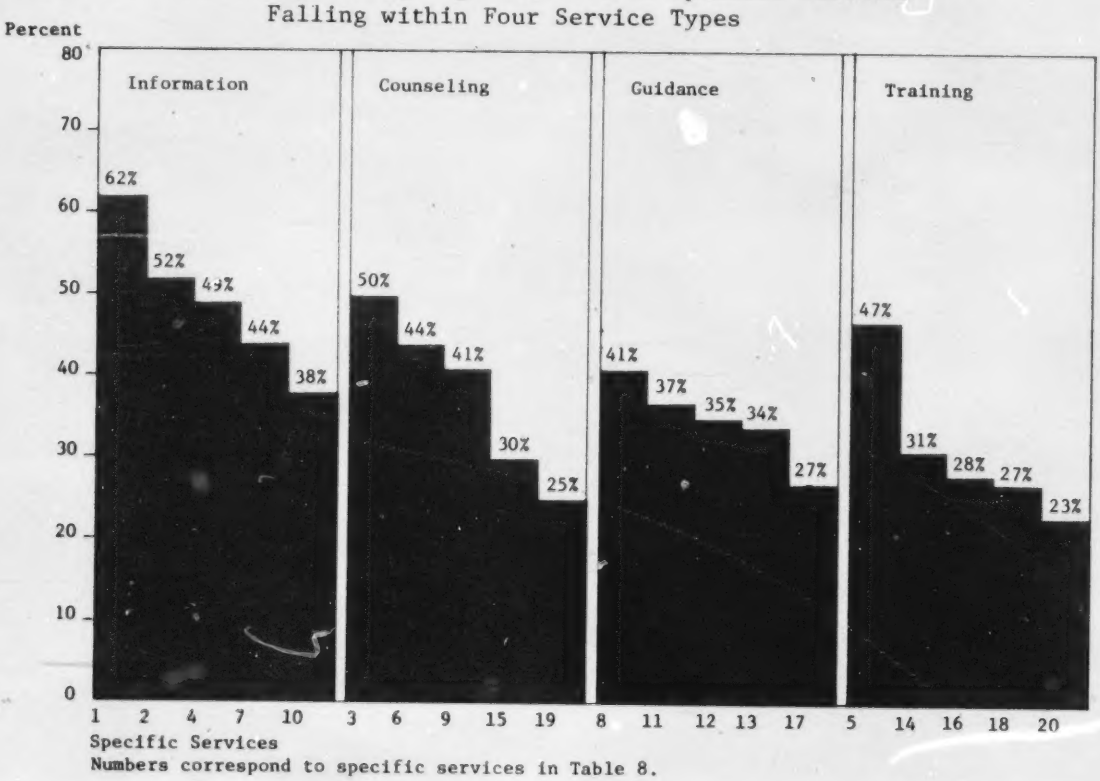
Services	Percent of Adults: High Interest	Medium Interest
7. List of financial aid sources	44	25
8. Explanation of educational programs in a given field that are offered at different schools	41	33
9. Discussion of which schools could best meet your personal needs	41	28
10. Facts on how personal abilities relate to educational success	38	34
11. Advice on eligibility for specific types of financial aid	37	35
12. Occupational ability testing	35	35
13. Advice on ways to resolve personal problems such as child care and family commitments	34	25
14. Training in self-analysis and decision-making techniques	31	33
15. Discussion of your family's attitude toward your career	30	25
16. Training in writing career résumés and being interviewed	28	31
17. Advice on ways to deal with problems which block career progress	27	30
18. Training in using classified ads, employment agencies, and other ways to locate jobs	27	32
19. Discussion with someone about problems you are having with your employer	25	26
20. Training in locating and using directories and other occupational information	23	34

Blacks expressed a significantly higher interest in some specific services, particularly guidance and counseling services, than did whites. For example, blacks rated the following services considerably higher than did whites: advice on ways to deal with problems which block career progress, advice on ways to resolve personal problems, discussion of which schools could best

meet your personal needs, discussion of your family's attitude toward your career, and discussion with someone about problems you are having with your employer. As family income increased, the need for the following services decreased: advice on ways to resolve personal problems, advice on eligibility for financial aid, job skills training, and discussion about problems you are having with your employer.

Those adults expressing a "high" or "medium" interest in any service falling within a general service type were asked to specify what, if anything, they would pay for that service or several services falling within the general category. Price ranges, which had been pre-established, were read to those adults. As shown in Table 9, 80 percent of all in-transition adults indicated that they would pay something for information, 74 percent

Figure 5. Adults Expressing High Interest in Specific Services Falling within Four Service Types



Numbers correspond to specific services in Table 8.

stated that they would pay something for training, 67 percent would pay something for guidance, and 62 percent would pay something for counseling.

Though males and females were basically similar in their willingness to pay for services, females had a stronger tendency than did males to pay the lowest price for those services. As family income increased, the willingness to pay above the lowest price range for informational services increased, though this tendency did not generally hold true across the other services types. Adults 45 years of age and older were less willing to pay for services than were younger adults.

Table 9. Amount Adults Are Willing to Pay for Services

Information		Guidance		Training		Counseling	
Amount	Percent of Adults	Amount	Percent of Adults	Amount	Percent of Adults	Amount	Percent of Adults
Nothing	20%	Nothing	33%	Nothing	26%	Nothing	38%
$1-10	45	$15-50	51	$25-74	44	$50-100	52
$10-25	19	$51-100	12	$75-150	22	$100-200	7
$26-50	11	$101+	3	$151+	7	$201+	2
$51+	4	Don't know	1	Don't know	1	Don't know	1
Don't know	1						

Table 10 shows the amount that adults stated they would pay this year for career services. As shown in this table, 74 percent would pay something for services this year.

Table 10. Amount Adults Are Willing to Pay This Year on Services

Amount	Percent of Adults
Nothing	26%
$1-50	20
$55-100	17
$125-250	17
$265-500	9
$600+	2
Don't know	9

Knowledge of Local Services

We collected the following information from adults about career services in their communities: types of agencies, type of help offered, whether adults had used those agencies, their satisfaction with services received, factors preventing use, and how adults learned of those agencies. Such data would provide information on the kinds of services currently most visible or most readily available to adults.

Summary

Most in-transition adults do not know about agencies offering job or career help in their communities. Adults who are aware of such agencies, however, are primarily aware of college or university placement or counseling centers and state employment services. Lists of jobs and job skills training are the types of services that adults perceive as being available to them. A knowledge of local agencies offering career services does not necessarily lead to use of such services; there is about a 50-50 chance that a known agency will be used. Adults who do use available services are satisfied with the help they have received. Reasons for not using local services are varied; some adults feel these services are inappropriate to their needs, while others are just not interested in or ready for help. Adults find out about these services through family members or friends, schools or training institutions, and TV or other public media.

Only 37 percent of the adults in transition knew of one or more local agencies offering job or career help; only 10 percent were aware of more than one agency. Of the adults who were aware of such services, 34 percent knew about college or university placement or counseling centers, 28 percent were aware of state employment services, 17 percent knew of government agencies and government-sponsored programs, and 13 percent knew about private employment agencies, high schools, vocational schools, and adult education schools.

The best known type of help offered by those agencies was information; 46 percent of all types of help fell into this category. Twenty-five percent of the agencies were recognized as offering training, 19 percent counseling, and 9 percent guidance. The specific services best known to adults were lists of available jobs and job skills training.

Fifty-four percent of the agencies mentioned had been used by the adults who knew of them. Of the agencies that had been used, 77 percent provided services that were considered very or somewhat satisfying to those adults

using them. The most commonly given reasons for not using those agencies were inappropriateness to needs (37 percent), lack of readiness to begin taking steps (19 percent), and lack of interest (11 percent). The most frequently given ways of having learned about those agencies were family member or friend (25 percent), school or training institution (22 percent), and TV or other mass media (21 percent).

Acceptability of Methods for Delivery of Career Information and Assistance

To determine whether adults prefer services involving one-to-one contact, group contact, or self-instruction, and to identify the preferred ways of presenting information and providing assistance, we collected information on the acceptability of the following career services: individual contact, group contact, self-instruction, the telephone, printed materials, computer forms, TV and other mass media techniques, role playing, work experience programs, formal courses, and direct observation of workers. The order of the items on the list was randomized to insure that biases were not introduced as a result of a particular sequence of questioning.

Summary

Adults in transition view all methods and ways of receiving services as being basically acceptable. However, they prefer one-to-one sessions with an adviser, counselor, or other experienced professional to either group sessions or some form of self-instruction. Adults find printed materials, formal courses, work experience programs, and direct observation of workers more acceptable than the less traditional and more technologically sophisticated methods using computers and mass media techniques.

Table 11 shows the percentage of adults finding each method or way of receiving services "very" or "somewhat" acceptable. Though adults found all methods acceptable, there were some differences between specific groups of adults. Older adults (40 years of age and over), for example, found individual contact, self-instruction, formal courses, and role playing less acceptable than did younger adults. A slightly higher percentage of females

than males viewed group contact and mass media techniques as acceptable. The better educated (16 years of schooling or more) found self-instruction and printed materials more acceptable and mass media techniques and work experience programs somewhat less acceptable than did the less educated adults.

Table 11. Acceptability of Methods for Delivery of Career Information or Assistance

Methods	Percent of Adults Rating Method "Very" Acceptable	Percent of Adults Rating Method "Somewhat" Acceptable
Work-experience programs	68%	20
Formal courses	56	25
Individual contact	53	30
Observation of workers in various fields	51	36
Printed materials	47	39
Group contact	38	34
Computer forms	31	41
Self-instruction	30	39
Role playing	23	33
Telephone	19	32
TV/mass media	18	37

Preferred Conditions for Use of Services

In order to determine the ideal conditions under which adults would use career services and the best way of informing them of the availability of these services, we collected the following information: best location, best time, best way of advertising, and problems preventing use.

Summary

The ideal career center would offer service at a local school or college on weekday evenings. It would inform adults of the availability of those services through mailings to households in the community. Problems which might prevent adults from using those services would be time and money.

About half of the adults stated that the best time for them to receive career services would be weekday evenings; one-third preferred weekdays, and 14 percent felt that weekends during the day would be most convenient. A higher percentage of females than males preferred weekdays; black preferences were equally divided among the three time periods. Thirty-four percent of the adults anticipated no problems in using such services; the only possible factors preventing use cited by over 10 percent of the adults were money (27 percent) and time (18 percent). Tables 12 and 13 show what adults consider the best location to receive the services and the best way of advertising those services.

Table 12. Best Location to Receive Services

Location	Percent of Adults Selecting
School/college	44%
Home	22
Community center or agency	18
Place of employment	13
Don't know	3
Other	1

Table 13. Best Way of Advertising Services

Form of Advertising	Percent of Adults Selecting
Mailings	67%
Newspaper	11
Posters/ announcements	10
TV announcements	9
Radio announcements	2
Don't know	2

IN-TRANSITION AND NOT-IN-TRANSITION ADULTS

A comparison between adults who were not making or anticipating changes and in-transition adults would possibly lead to a clearer picture of how those in transition differ from the majority of the United States adult population. We collected the following information on the adults who stated that they were neither currently involved in nor anticipating a job or career change: sex, age, marital status, race, family income, educational attainment, type of current job, and interest in and willingness to pay for career counseling services.

Summary

With the exception of age, in-transition and not-in-transition adults have very similar personal characteristics. Not-in-transition adults are older than in-transition adults; they are typically over the age of 40 and very likely to be at least 50 years of age. Though they do not anticipate making job or career changes, not-in-transition adults do express some degree of interest in career services and would pay for the services that interest them. However, the level of interest in career services expressed by adults not in transition is much less than that expressed by adults in transition.

Personal Characteristics

With the exception of age, the differences between in-transition and not-in-transition adults were slight. Not-in-transition adults were slightly more likely to be married (74 percent) than were in-transition adults (63 percent) and more likely to be making over $10,000 a year (71 percent, compared to 60 percent).

A slightly greater percentage of not-in-transition adults were employed at the time that we contacted them (74 percent) than were in-transition adults (63 percent). Of those adults not in transition who were unemployed, 17 percent were retired (compared to 1 percent of those in transition). Fewer of the not-in-transition adults held unskilled jobs (20 percent) than

did those in transition (31 percent). Figure 6 shows the comparison of the two groups according to age.

Interest in Career Services

From 59 percent to 67 percent of the not-in-transition adults expressed a "high" or "medium" interest in at least one service falling within the four general service types (information, guidance, training, or counseling), compared to from 89 percent to 94 percent of in-transition adults. Tables 14 and 15 show, respectively, a comparison of in-transition and not-in-transition adults according to interest in specific services and amount willing to pay for services.

Figure 6. Comparison of Age Distributions of in-Transition and Not-in-Transition Adults

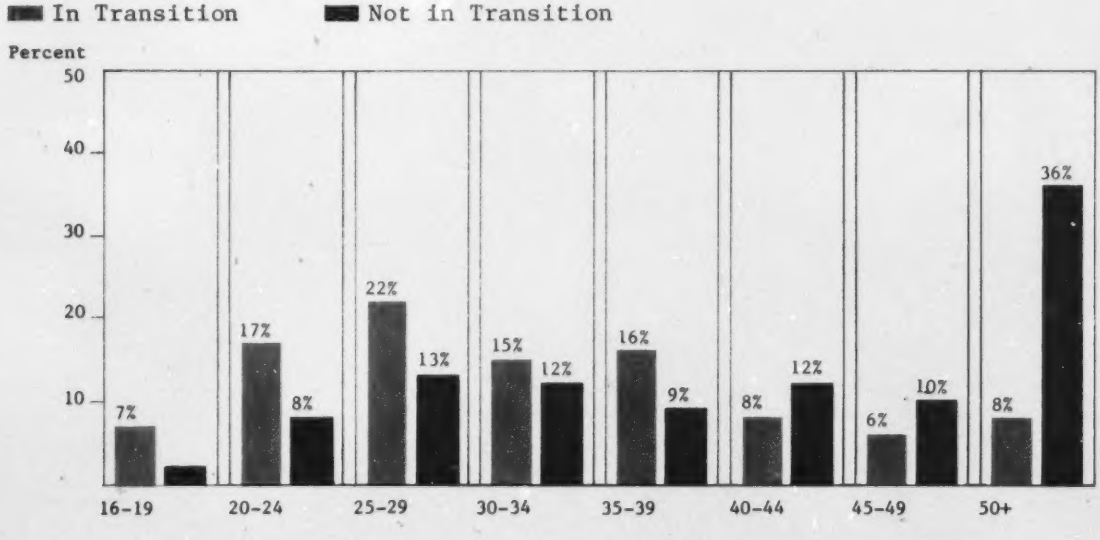


Table 14. Comparison of Interest in Career Services of in-Transition and Not-in-Transition Adults

Services	Percent of Adults with High Interest		Percent of Adults with High or Medium Interest	
	In Transition	Not in Transition	In Transition	Not in Transition
1. List of available jobs	62%	26%	83%	45%
2. Facts on occupational fields	52	24	82	52
3. Examination of career possibilities and most rapid path for advancement in your field	50	25	78	46
4. List of educational or training programs	49	25	79	48
5. Job skills training	47	27	78	47
6. Discussion of ways that your abilities/ strengths can be used in various jobs	44	23	79	49
7. List of financial aid sources	44	24	69	45
8. Explanation of educational programs in a given field that are offered at different schools	41	26	73	50
9. Discussion of which schools could best meet your personal needs	41	18	69	41
10. Facts on how personal abilities relate to educational success	38	20	72	45

(continued)

Table 14 (Continued)

Services	Percent of Adults with High Interest: In Transition	Percent of Adults with High Interest: Not in Transition	Percent of Adults with High or Medium Interest: In Transition	Percent of Adults with High or Medium Interest: Not in Transition
11. Advice on eligibility for specific types of financial aid. . .	37%	23%	73%	47%
12. Occupational ability testing	35	18	71	47
13. Advice on ways to resolve personal problems such as child care and family commitments	34	22	59	38
14. Training in self-analysis and decision-making techniques . .	31	15	64	40
15. Discussion of your family's attitude toward your career. .	30	17	55	35
16. Training in writing career resumes and being interviewed . .	28	12	59	31
17. Advice on ways to deal with problems which block career progress.	27	17	58	39
18. Training in using classified ads, employment agencies, and other ways to locate jobs	27	15	58	33
19. Discussion with someone about problems you are having with your employer	25	15	51	30
20. Training in locating and using directories and other occupational information. .	23	12	56	34

Table 15. Comparison of Amount Willing to Pay for Services of in-Transition and Not-in-Transition Adults

Information

Dollars	Percent of Adults	
	In Transition	Not in Transition
Nothing . .	20%	53%
$1-10 . . .	45	25
$11-25. . .	19	14
$26-50. . .	11	4
$51+. . . .	4	2
Don't know.	1	2

Guidance

Dollars	Percent of Adults	
	In Transition	Not in Transition
Nothing . .	33%	58%
$15-50. . .	51	32
$51-100 . .	12	6
$101+ . . .	3	3
Don't know.	1	1

Training

Dollars	Percent of Adults	
	In Transition	Not in Transition
Nothing . .	26%	59%
$25-74. . .	44	24
$75-100 . .	22	12
$151+ . . .	7	3
Don't know.	1	1

Counseling

Dollars	Percent of Adults	
	In Transition	Not in Transition
Nothing . .	38%	63%
$50-100 . .	52	28
$101-200. .	7	5
$201+ . . .	2	3
Don't know.	1	1

Observations

In the eyes of its work force, America continues to look like a land of opportunity. One-third of all adults (defined as those 16 to 65 years old and not in school full-time) are currently making or anticipating a job or career change. While this may indicate that millions of people are not satisfied with their jobs, it also may be indicative of the fact that millions of them expect to find better ones. Otherwise they would not be changing.

Many of those in transition display confidence, motivation, and a rather sophisticated understanding of the job market. For example, most of them want to move from semiskilled or unskilled jobs into professional or skilled positions. But most of them recognize that the jobs they want may not be open or that they may lack the credentials and experience to qualify. Thus, most of them are headed back to school to upgrade their skills and to get new credentials. The fact that half of them have already taken transitional steps such as returning to school or applying for jobs indicates that they are both action-minded and willing to invest their own time and money to find better work. (It is also interesting to note that over half of those who have not taken steps plan to start within two years.)

Moreover, Americans are not relying on external sources for help with their transitions. Most adults have not used a career agency, cannot name one in their own communities, and think the available services would not meet their needs. They learned about other careers and new jobs through previous work experience and are pursuing them without assistance. Still, adults would use and pay for the right kinds of services; i.e., those providing specific information about jobs and schooling. In short, they seem to be operating as a labor force described in textbooks on a market economy--pursuing their individual self-interests in an informed and energetic way.

How efficient is the labor market in matching their skills with the available jobs?

An efficient market is characterized by:

- Full information for all parties. For the adult in transition, this means information about available jobs, training requirements, working conditions, and compensation.
- Mobility for buyers and sellers of goods and services. For the adult in transition, this means being willing to commute to work or move to a new location.
- Lack of artificial barriers. For the adult in transition, this means the absence of age, sex, and race discrimination or other irrelevant restrictions on job change.

The market in which adults in transition are offering their services appears to be relatively efficient[4] as indicated by the informed realism with which they operate, including:

- Retaining their current full-time jobs while seeking new ones.
- Willingness to return to school for new training and new credentials.
- Using experiential and informal sources of information in addition to relying on career agencies.

The mobility of the American work force, while imperfect, is among the best in the world. Certainly, the 36 percent of adults who are in transition do not all expect to find better jobs, but they are motivated by a system of rising expectations to pursue career development activities. Further, one could confidently predict an increase in the in-transition cohort because of:

- The continued lowering of sex and race barriers to the movement of qualified workers into jobs.
- The continued national concern about other artificial barriers to employment, including educational and credentials requirements not related to job performance and employer reluctance to hire persons whose physical or mental handicaps would not affect their productivity.

4. The matter of market efficiency--optimizing satisfactory transactions between producers and consumers--is separate from the matter of supply and demand. Today there are too few jobs for the adults who want to work. A more efficient market will make for the better distribution of the available jobs and workers but it can do little to improve the total supply of jobs and thus little to reduce unemployment.

Despite the relative efficiency of the current market, however, adults are nevertheless interested in formal career services, partly to supply what they are unable to gain through work experience and through conversation with family and friends.

We identified four different types of services: information, counseling, guidance, and training, and offered examples of each type to identify the degree of interest in such services. We found that the type of service is of less interest to adults (both those in transition and those not in transition) than the content of the service. That is, adults are less interested in whether they receive information, counseling, guidance, or training than in the topic being addressed.

For example, adults express high interest in forms of assistance which expand their knowledge and awareness of available jobs or career options. They also want assistance in choosing educational programs and they particularly want help in improving their specific job skills. On the other hand, they expressed low interest in help with developing or upgrading job-finding skills and in help with resolving personal, family, or job problems.

One preference did surface with respect to type of service: when given the choice as to what kind of help they wanted with a particular topic, adults preferred information to guidance, counseling, or training. When the 20 sample services were ranked according to the percentage of adults expressing high interest in each one, all 5 information services ranked in the top 10, and 3 ranked in the top 5. No other types of services ranked as high; indeed, some specific counseling, guidance, and training services ranked in the top 10 while others ranked in the bottom 4 services. In short, when offered several ways to learn about a given topic, an adult will tend to seek information about it rather than counseling or guidance or training. This preference may arise from the adults' perception that information services will be less expensive, as indicated by the fact that more were willing to pay for information, even though they were willing to pay a higher total amount for guidance, counseling, or training than for information.

What can an existing or prospective career center learn from the fact that although the market appears to be operating with relative efficiency there is a widespread demand for career services of the kinds described in this study? It is evident that services on critical topics such as lists of available jobs and facts about career fields--the two services singled

out by over 50 percent of the adults in transition as being of high interest--are not currently available through experience, informal sources, or formal sources known to most adults. Moreover the available services appear to be inadequate. Thus, a career center should find its clients actively responsive to up-to-date, complete, convenient, and inexpensive services dealing with key topics. And it can expect adults to pay at least modestly for such services.

Finally, there are many imperfections in the present market for selected populations and selected locations. Career centers could do much to eliminate these imperfections. Take, for example, populations for which the market does not work perfectly because they lack full information about the jobs and training available or because they are not sufficiently mobile to take advantage of opportunities far from home or because they cannot penetrate artificial barriers based on sex or race or other irrelevancies. An excellent example of one such population is the middle-income married white women aged 20 to 34 living in Providence, Rhode Island who were successfully reached by the Career Education Project supported by the National Institute of Education. The telephone counseling center, opened in Providence to reach that population, achieved remarkable success, partly because it provided not only information but counseling and guidance as well, giving a necessary degree of emotional support and encouragement to these women as they made the transition from their homes and part-time jobs into full-time employment or job training programs. An account of that remarkably successful project appears in Telephone Counseling for Home-Based Adults published by the College Board in 1978.

Appendix: Method

The procedures used in the survey to gather data from adults in career transition are discussed in four sections: sample selection, survey instrument, data collection, and data analysis.

SAMPLE SELECTION

The survey included a nationally representative sample of in-transition adults, 16 to 65 years of age who were not full-time students. According to requirements from the sponsoring agency, the National Institute of Education, adults were to be considered "in transition" if they were currently making a job or career change or expected to make a job or career change within 12 months of the telephone interview. This 12-month specification was ultimately abandoned as a result of the pilot test, described below.

It was determined that 400 completed interviews with in-transition adults would be sufficient to extrapolate, for the nation as a whole, what career services adults would be interested in obtaining. Moreover, 400 completed interviews would be sufficient to allow respondents to be divided along 8 preselected demographic variables (sex, age, educational level, race, income level, etc.). It was anticipated that a display of single demographic variables would produce at least 50 respondents in each cell. Our original estimate of the percentage of "in-transition" adults was 40 percent. This percentage was arrived at as the following information was reviewed: the percentage of those unemployed currently seeking employment, the percentage of home-based adults seeking re-entry into the work force, the percentage of underemployed adults, and so on.

A pilot test (with 200 households) of the procedures and instruments to be used in the survey indicated that a surprisingly low number of adults who were reached and asked if they were considering a job or career change de-

scribed themselves as planning to make any kind of career change within the next 12 months. Of those who declared themselves to be in transition and were thus interviewed, only about half were interested in career services.

Using pilot test findings, a number of corrective alternatives were examined. The most viable solution was a redefinition of eligible respondents, so as to bring into the survey the total population which might in fact be interested in career services. The decision to re-focus the study was based on the realization that in limiting the survey only to adults now or soon to be making job or career changes, those adults anticipating a transition to work, possibly the largest target group for career services, were eliminated from the sample. Therefore, we expanded the definition of "in transition" to include adults who were now or at any point in the future planning to make job or career changes.

Estimating those adults in actual or anticipatory transition to be 40 percent of the population, Chilton Research Services, a centralized long-distance WATS line interviewing service, randomly generated the 3,400 telephone numbers which we estimated would be required in order to obtain 400 interviews with adults in transition. During the interviewing process, we found that the in-transition proportion was somewhat lower than originally estimated. Therefore, Chilton generated an additional sample of 726 numbers in order to complete the required number of interviews.

Random digit dialing was the method chosen over listed telephone dialing because it reaches an additional 23 percent of the population (8 percent of the population with private, unlisted numbers and 15 percent of the population who have recently moved and are "between telephones"). Chilton Research Services utilized a two-stage design to randomly select sample households:

1. Selection of the sample telephone central offices. The universe of central offices was stratified by a central office listing procedure. This insured consistent cross-breaks by region and community size groups. From this master list, four systematic probability samples of 250 central offices were struck off the list.

2. Computerized random selection of telephone households within the central offices. Each sample central office had a six-digit identifier (area code plus local exchange); to complete a telephone address four digits were added. There were 10,000 four-digit numbers in the sequence (0000-9999). Using a random digit generating formula, calculated by computer, an equal

(or known) amount of four-digit combinations was selected per central office.

Table A.1 shows the breakdown of the 4,126 numbers dialed, resulting in 401 completed interviews with adults in transition.

Table A.1. Results of Dialing 4,126 Random Numbers

Total number of telephone numbers:		4,126
Less nonhouseholds		
A. Nonworking numbers	2,028	
B. Nonhouseholds	372	2,400
Leaving households		1,726
Result of calls to households:		
Refused		101
Language barrier		21
Ineligible (because of age or student status)		157
No answer/busy		311
Illness		15
Not in transition		720
In transition		401
Total		1,726

As shown in Table A.1, of the 1,121 eligible adults who agreed to be interviewed, 401 adults (or 36 percent) stated that they were in transition. However, we had also arrived at this in-transition proportion earlier in the survey process. Since we had originally decided that about 600 short interviews with not-in-transition adults would be sufficient for purposes of comparison with the in-transition group, we suspended interviewing when 598 short interviews had been completed. At this point, 333 long interviews had been completed. Thus, the proportion of adults in transition was derived as follows:

$$\text{proportion in transition} = \frac{\text{No. in transition}}{\text{No. in transition + No. not in transition}} = \frac{333}{333 + 598} = 35.8\%$$

Ten additional short interviews were subsequently completed with not-in-transition adults. Thus, of the 720 adults who indicated that they were not in transition, information was collected from only 60

SURVEY INSTRUMENT

Prior to preparing the first draft of the interview guide, the College Board and PSE carefully reviewed the general objectives for the survey as set forth by NIE. These objectives were used as the basis for formulating more specific questions to focus and extend the investigation.

We also reviewed the literature in the area of career guidance and development. Special attention was given to literature describing theories of career development and classification schemes for career guidance and counseling services and methods as well as to specific project reports describing service types and methods for delivery. For example, a review of current career development theory provided us with a definition of the term "career" and descriptions of the types of changes that might be anticipated at various life stages. Since the focus of this study was on the occupational role, as opposed to all life roles, that individuals play, Donald Super's definition of the term "career" seemed most appropriate for this study: "A career is a sequence of occupations, jobs, and positions occupied during the course of a person's working life." In addition, Super's concept of five career development stages, each typifying a certain age group and a particular type of job change pattern, was useful in suggesting a framework within which certain questions could be asked and interpreted.

Three factors were seen as being most important in relating data from the survey to career development theory: (1) age of the individuals in the sample, (2) types of changes being made, and (3) reasons for making changes.

In addition, the eight categories that Robert Campbell used for grouping guidance methods served as a basis for developing the list of methods to be used in the interview guide. His eight categories were: (1) behavioral approaches, (2) computer assisted guidance, (3) educational media, (4) group procedures, (5) information systems, (6) simulation/gaming, (7) vocationally relevant curricula, and (8) work experience programs.

Major Focus Areas

In reviewing the objectives set forth for the survey, we identified nine major areas for which interview questions needed to be developed. The major divisions of the interview guide with the specific data collected for each area are listed below.

Personal Characteristics:

sex

age

marital status

race

family income

degree of contribution to family income

number of children in household

number of children under 6 years old

urban vs. rural resident

Educational History:

educational attainment

type postsecondary school attended

type postsecondary course/program

postsecondary degree/certification received

year completed schooling

Work History:

type of current (or last) job

whether currently self-employed

hours per week worked at current (or last) job

number of years holding current (or last) job

typicality of current (or last) job

type of "usual" occupation

total years worked

number jobs in last 5 years

weekly income from current job

number years since employed

number years since looked for work

reasons for withdrawing from work force

Desired Services:

interest in five informational services

general amount paid for informational services

exact amount paid for informational services

interest in five guidance services

general amount paid for guidance services

exact amount paid for guidance services
interest in five training services
general amount paid for training services
exact amount paid for training services
interest in five counseling services
general amount paid for counseling services
exact amount paid for counseling services
total amount would spend this year on all services

Job/Career Transition Characteristics:

type of transition
reasons for transition
problems/difficulties experienced or anticipated
actual or anticipatory transition status
type of steps taken or anticipated
amount of time before actual transition
type of occupational objective
degree of familiarity with occupational objective
way learned about occupational objective

Educational/Training Plans:

interest in further education/training
reasons for additional schooling
ccurse/program type
institution type

Knowledge of Local Services:

type of agencies
type of help offered
agency usage
satisfaction with services received
factors preventing use
hcw learned of agencies

Acceptability of Methods for Delivery of Career Information or Assistance:

individual contact
group contact
self-instruction

telephone
printed materials
computer printouts
TV/mass media
simulation and role-playing techniques
work experience programs
formal courses
observation of workers

Preferred Conditions for Use of Services:

best location
best time
best way of advertising
problems preventing use

Pilot Test

The purpose of the pilot test was twofold: (1) to gather data on the feasibility of carrying out a telephone interview of 20 to 30 minutes' duration which asks adults for information on their current and future career plans, personal characteristics, and work and educational background; (2) to improve the interview guide by providing information on the style and phrasing of questions, the sequence of questions, and general organization of the guide. The day and time of the interviews, percentage of responses, and effectiveness of follow-up letters were additional areas on which the pilot test would provide information.

The pilot test was conducted in two stages. A commercial sampling service, Marketing Information Center, a division of the Reuben H. Donnelly Corporation, provided a sample of 500 households, nth selected, from a random start. Two hundred of these households were randomly selected for stage 1 of the pilot test; an additional 100 households were selected for stage 2. The individual to be interviewed within each household was selected by use of a random selection grid provided by Donnelly.

Half of the sample of 200 households in stage 1 received an advance letter which described who was conducting the survey, how the household was selected, the purpose of the survey, the types of questions to be asked, assurance of confidentiality, and encouragement for participation. The purpose of the letter was to determine whether individuals in households receiv-

ing the advance mailing agreed more often to be interviewed than individuals to whom letters were not sent.

Built into stage 2 of the pilot test procedure was an experiment to determine the relationship between the type of introduction read by the interviewer and subject participation in the survey. Two introductions differing in style were used: the second introduction was more lengthy and probed further by giving examples of different types of job or career changes.

1. Since response rates were low with both types of introductions, a new way of introducing the study should be formulated. We decided to reorganize the sections in the interview guide so that adults were asked questions about their need for services prior to being asked about their transition status. We felt that this reorganization, which focused initially on respondents' needs, might produce a greater willingness to participate in the study. We also wanted to verify the assumption that adults who were not in transition would not be interested in career services, and to collect basic demographic information which would facilitate a comparison between those adults in transition and those not in transition.

2. Advance letters need not be sent. Although the advance letters did reduce the refusal rate of subjects, the in-transition rate was also greatly reduced. Interviewers reported that many subjects who had received advance letters had decided prior to our call that they were not in transition and were unwilling to concede that they might be in transition, based on our definition of the term.

3. The definition of "in transition" as originally established was too narrow and should be revised. Of the 184 adults willing to be interviewed during the pilot test, only 10 percent indicated that they would be making a job or career change within the next 12 months. This extraordinarily low percentage of adults who indicated that they were in transition resulted in an expansion of the definition of "in transition." The definition was amended to include both actual and anticipatory, as described below.

Actual vs. Anticipatory Transition. When an adult must make an actual transition between some current status and some new job, it is strongly in the interests of the adult in this society to make the actual transition as brief as possible. That is, once an adult has decided to make a change, or the decision is made for him or her (i.e., being fired or laid off) a relatively tense period ensues; it can be ended only by taking a new job. In

contrast to the relative tension and brevity of actual transition, the period of anticipating transition is far less tense and far longer. It may precede by weeks or months or years the actual transition period, and usually overlaps whatever status an adult occupies immediately prior to going into actual transition. We hypothesized that there may be a clear difference between the kinds of services adults need during actual transition and the kinds they need while anticipating transition. An adult in actual transition may have less time for career counseling while an adult anticipating transition has less need for immediate job information. It followed that our study of career services needed by adults ought to be directed not only, and perhaps not primarily, to adults who were now or who would shortly be in actual transition.

Second Pilot Test

Because of extensive restructuring of the guide used in the first pilot test, a second pilot test was conducted. The primary purposes of the second pilot test were to determine whether or not the percentage of in-transition adults differed as a result of the expanded in-transition definition and whether or not the resequencing of the questions affected the response rate. Chilton Research Services was contracted to conduct this inquiry.

The new interview guide consisted of two forms: the first was an eight-minute guide to be used with all adults who agreed to be interviewed, regardless of transitional status; the second was a 20-minute guide to be used only with those adults who indicated that they were or at some point in the future would be involved in a job or career change. It was decided that 30 short interviews and 20 long interviews would be sufficient for our purposes.

Chilton randomly generated 208 telephone numbers. It was hoped that the refocusing of the interview guide would raise the ratio of in-transition to not-in-transition adults (1 to 9 in the first pilot), to yield a ratio of 2 in transition to 3 not in transition.

The following conclusions resulted from the second pilot test:

1. The expanded definition of "in transition" increased the number of respondents by the anticipated percentage. Of the 208 randomly generated telephone numbers, 47 percent were eliminated on the basis of nonworking or nonhousehold numbers, 25 percent resulted in uncompleted calls owing to an inability to contact eligible respondents in the household or to refusals to participate in the study, and 27 percent resulted in adults who were willing

to be interviewed. Of this 27 percent, 60 percent or 34 individuals indicated that they were not in transition; 40 percent or 23 individuals indicated that they were in transition.

2. The list of desired services should be revised. This section, which was designed to gather information on specific career services needed by adults, generated only some useful information; problems were seen in both the respondents' selection and rating of services. Since the rationale for conducting the entire survey was primarily to determine the career transition needs of adults, a revision of this section was considered of crucial importance.

3. All adults regardless of their transitional status should be interviewed. Some adults who stated that they were not in transition expressed an interest in career services. This information, combined with basic demographic data collected on those not in transition, would provide an important and interesting basis of comparison with our 400 in-transition sample.

4. A randomly generated list of 3,400 numbers would be required in order to complete 400 interviews.

5. The sequence of some of the questions as well as the wording of specific items should be changed to provide greater clarity.

Revision of the Services Section. The pilot test showed that developing a new list of career transition services was necessary. To construct a framework for the services section of the survey we hypothesized that an individual is likely to pass through five stages of career-related activity:

Stage One: Goal setting

Stage Two: Identification and removal of constraints

Stage Three: Education and training

Stage Four: Job attainment

Stage Five: Job progression

Assuming that an individual in making decisions and taking action focuses both on him/herself and on outside circumstances (or his world), we subdivided each stage into two categories: "self" and "career." An individual passing through any one of the five stages, in the self or career dimension, can be assisted by four types of services:

1. Information--facts transmitted to passive, receiving client.

2. Guidance--concepts and interpretations transmitted to active, inquiring client.

3. Training--skill-building exercises and practice to goal-directed client.

4. Counseling--interactive process between counselor and client designed to affect client's attitudes and values.

Each stage, thus, generated eight service type categories; all five stages generated 40.

We drew up a list of 40 specific services, each exemplifying a service type and a career stage. To narrow the list down for use in the interview guide, specific services were systematically drawn across the five stages (four services from each). Within each stage two were drawn from self and two from career. In addition, the 20 specific services were selected so that an equal number represented each of the four service types; i.e., five informational services, five guidance services, five training services, and five counseling services.

In addition to asking respondents about their interest in each of the 20 services, we decided to ask them how much, if anything, they would pay for each service. We thought it important to attach pricing questions to particular services, a point which we had overlooked in earlier versions of the guide.

Once the new services list had been developed, it was necessary to conduct another small test of this section. The section was set up so that the 20 specific services were randomly mixed. First, "yes" (interested) and "no" (not interested) responses were elicited to each specific service, and secondly, a respondent selected the top five services. A price and time question (that is, how much would you pay and how much time would you devote to getting that service?) was asked in relation to each of the top five services.

A random selection of telephone numbers was generated by Chilton and 10 interviews were completed. The test resulted in the following conclusions:

1. The list of 20 services was not too lengthy to hold a respondent's attention.

2. The specific services selected to include in the interview guide were sufficiently interesting and varied to elicit good responses, though several specific items should be reworded for greater clarity.

3. Choosing the most important five services out of a list of 20 was unfeasible for a telephone interview. Thus, a four-point scale should be tested to replace the yes/no and top five categorization.

4. The pricing and time questions should be given some framework, since respondents were totally incapable of answering open-ended pay and time questions of this sort.

5. The specific services should be grouped into the four service types, since the mixture of services seemed to retard rather than promote comprehension of the specific items.

The services section was revised as a result of these conclusions. All of the specific services falling within a general service type were grouped together, and a respondent was asked to react to each specific service according to a four-point scale (high, medium, or low interest or no interest at all). If a respondent had indicated a high or medium interest in any one of the five specific services falling within a service type, they were asked a general price question which was attached to that service type. Some items were reworded for greater clarity.

With another sample of randomly selected numbers, 11 interviews were completed. The revisions indicated above resulted in a good discrimination between items as well as a clear and smoothly flowing interview. As a result of the success of this version of the services section, the interview guide was prepared for the actual survey.

The final version of the survey interview guide was submitted to and approved by the Office of Management and Budget.

DATA COLLECTION

Telephone interviewing was the technique chosen to collect data for the survey. This technique was chosen over mail questionnaires and face-to-face interviews because of both budgetary considerations and benefits inherent in this technique. Telephone interviewing has few of the disadvantages of mail survey and it has most of the advantages of face-to-face interviews. Response rates tend to be relatively high, biases introduced by volunteerism are not great, and nonstandard responses can be accommodated. As described earlier, random digit dialing was the method chosen for generating telephone numbers.

Chilton Research Services, a division of Chilton Publishing Company in Radnor, Pennsylvania, was contracted to conduct the interviews because of

the quality of its computerized sampling techniques, system of WATS lines, and quality control of interviewers.

Training of Interviewers

All interviewers at Chilton undergo a one-week company training course on interviewing techniques prior to assignment to specific projects. Thirty-five trained interviewers were assigned to work on the survey. Many of the interviewers had previously conducted the pretest interviews and thus were familiar with the interview questions. Nevertheless, each interviewer was given seven hours of training which included (1) background information on the survey, (2) review of interview guide, question by question, and (3) role plays with interviewers interviewing each other.

All interviewing was periodically monitored by a supervisor; monitored interviews were subsequently checked for consistency of supervisor-interviewer responses. If interview guides were found to be missing information, the original interviewer was directed to replace the call. Meetings were held with interviewers to review such problems.

Telephone Procedures

To account for time change across the United States, calls were made between the hours of 9:00 a.m. and 11:00 p.m., seven days a week. Seven rings were allowed before the interviewer hung up. The individual to be interviewed within a household was selected randomly; if the correct respondent was not at home, the best time to reach him/her was recorded on a random slip and three additional callbacks were made. If the first call resulted in no answer, three additional calls were made.

DATA ANALYSIS

First-level data analysis included a description of in-transition adults' personal characteristics, educational history, work history, interest in career guidance and counseling services, job/career transition characteristics, educational/training plans, knowledge of local services, acceptability of counseling/guidance methods, and conditions preferred for receiving services. For each of these variables, descriptive statistics were used to characterize the 401 adults who were interviewed.

Second-level data analysis involved a comparison of the sex, age, marital status, race, income level, and educational attainment of adults in transition to such variables as educational history, work history, interest in career guidance and counseling services, job/career transition characteristics, educational/training plans, knowledge of local services, acceptability of counseling/guidance methods, and conditions preferred for receiving services. Also, the personal characteristics variables (sex, age, etc.) were cross-tabulated to one another.

In contrasting in-transition adults to not-in-transition adults, again first-level data analysis was used to describe the differences between these two groups in terms of their personal characteristics, educational history, work history, and interest in career guidance and counseling services.

To insure that adults participating in the survey maintain their rights to privacy, data from individuals entered into the computer were coded by an identification number assigned to each respondent. Thus, it is impossible to associate research data with any specific respondent.

DESCRIPTION OF TWO OCCUPATIONAL CLASSIFICATION SYSTEMS USED IN FOLLOW-UP STUDY

The U.S. Department of Commerce Classified Index of Occupations

This system contains the following 12 occupational groups:

1. Professional, technical, and kindred workers, which include all types of professionals from accountants to writers
2. Managers and administrators of any organization except farm-related organizations
3. Sales workers
4. Clerical and similar workers from bank tellers to typists
5. Craftsmen and kindred workers such as bakers, electricians, and tailors
6. Operatives, except transport, such as assemblers, dyers, and riveters
7. Transport equipment operatives such as bus or truck drivers
8. Laborers, except farm-related laborers
9. Farmers and farm managers
10. Farm foremen and farm laborers

11. Personal household workers such as cooks and maids

These 12 groups fall into four broad occupational areas:

1. White-collar workers (groups 1 through 4)
2. Blue-collar workers (groups 5 through 8)
3. Farm workers (groups 9 and 10)
4. Service workers (groups 11 and 12)

The Roe System of Classification

This system is based on two dimensions. The first dimension (Roe Field) is based on the primary focus of activity of the occupation. There are eight groups of occupational fields:

1. Service (serving the tastes, needs, and welfare of others)
2. Business contact (face-to-face sales based on personal persuasion, i.e., commodities)
3. Business organization (concerned with the organization and efficient running of an organization)
4. Technology (concerned with all aspects of commodity and utility manufacture and use)
5. Outdoor (occupations associated with natural resources)
6. Science (concerned with scientific theory and its application)
7. General culture (occupations primarily concerned with the preservation and transmission of general cultural heritage)
8. Arts and Entertainment (associated with the use of special skills in arts and entertainment)

The second dimension is the level of functioning related to responsibility, capacity, and skill. There are four levels: Level 1 occupations involve the greatest amount of responsibility, capacity, and skill, Level 4 the least. The following typify occupations at each of the four levels:

1. Level 1--Actuary, teacher, physician, geologist, city planner
2. Level 2--Accountant, actress, insurance agent, loan officer, stewardess
3. Level 3--Bookkeeper, farmer, computer operator, mental worker, psychiatric aide
4. Level 4--Cashier, janitor, nurses aide, truck driver, assembler